**Hester -7th Grade Science**

**Unit - Human Body Systems**

**Objectives** **7.6 Matter and energy.** The student knows that matter has physical and chemical properties

and can undergo physical and chemical changes. The student is expected to:

B**)** distinguish between physical and chemical changes in matter in the digestive system.

***Supporting Standard-Category 1***

C) recognize how large molecules are broken down into smaller molecules such as

carbohydrates can be broken down into sugars.

**7.12 Organisms and environments.** The student knows that living systems at all levels of

organization demonstrate the complementary nature of structure and function. The student is

expected to:

B) identify the main functions of the systems of the human organism, including the

circulatory, respiratory, skeletal, muscular, digestive, excretory, reproductive,

integumentary, nervous, and endocrine systems. ***Supporting Standard-Category 4***

**7.13 Organisms and environments.** The student knows that a living organism must be able to

maintain balance in stable internal conditions in response to external and internal stimuli. The

student is expected to:

A) investigate how organisms respond to external stimuli found in the environment such

as phototropism and fight or flight.

B) describe and relate responses in organisms that may result from internal stimuli such

as wilting in plants and fever or vomiting in animals that allow them to maintain balanc

**Blooms**

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| **Analyzing**: can the student distinguish between the different parts? |
| **Applying**: can the student use the information in a new way? |
| **Understanding:** can the student explain ideas or concepts? |
| **Remembering:** can the student recall or remember the information? |

**Materials/Resources Needed: Body Systems video**

**Anticipatory Set - Pencil & paper (No Ipads)**

**Objective/Purpose – To give an overview of the body systems**

**Prior Knowledge - Whatever the students have learned in the earlier grades**

**Model – From the movie**

**Check for Understanding - Testing**

**Guided Practice** - none

**Closure** – Questioning

**Independent Practice** - none

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| **Bloom’s Taxonomy**  New Bloom Triangle Old Bloom Triangle  **New Version Old Version** | |
| **Creating**: can the student create new product or point of view? | assemble, construct, create, design, develop, formulate, write |
| **Evaluating**: can the student justify a stand or decision? | appraise, argue, defend, judge, select, support, value, evaluate, justify |
| **Analyzing**: can the student distinguish between the different parts? | compare, contrast, criticize, differentiate, discriminate, distinguish, examine, experiment, question, test |
| **Applying**: can the student use the information in a new way? | choose, demonstrate, dramatize, employ, illustrate, interpret, operate, schedule, sketch, solve, use, write |
| **Understanding:** can the student explain ideas or concepts? | classify, describe, discuss, explain, identify, locate, recognize, report, select, translate, paraphrase |
| **Remembering:** can the student recall or remember the information? | define, duplicate, list, memorize, recall, repeat, reproduce, state |